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| How can I help?   |  | | --- | | * Listen to your child read their Read Write Inc Book and also a range of texts, including signs or posters. * Practise reading the sound cards quickly (given to you in your phonics pack). * Practise reading and spelling the Year 1 exception words (children call them ‘red words’). Try to write these words within a sentence. * Practise counting forwards and backwards to 50, starting at different numbers. * Practise writing numbers the correct way around. * Help your child to practise number bonds to 10. Use the ‘White Rose 1 minute a day’ app to help with this. * Go for a walk outside and help your child to name the trees and plants that they come across. | |  | Frome Valley  CE First School  Year 1  Curriculum  Statement  *Spring Term* |

**Year 1 Curriculum Overview (Spring Term)**

**Please look on our website for more information of our curriculum (including topics) and our knowledge organisers.**

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| **English:**   * Joining sentences using ‘and’, ‘but’ or ‘or’. * Beginning to punctuate sentences with an exclamation form. * Capital letters for names of people, places and for the personal pronoun I. * Beginning to punctuate sentences with a capital letter and a full stop. * Use the language of days of the weeks, weeks, months and years. * Writing sentences together and editing sentences. * Writing stories and fact sheets. * Sequencing sentences to form short narratives. | | **History:**   * Describe historical events. * Ask questions such as: What happened? How long ago? * Label timelines with words: past, present, older and newer * Ask questions such as: What was it like for people? What happened? How long ago? * Describe significant people from the past. * Use artefacts to find out about the past. * To show an understanding of war and peace. | | | **Design & Technology:**   * Cut materials safely using tools provided. * Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). * Create products using levers, wheels and winding mechanisms. * Make products, refining the design as work progresses |
| **Maths:**   * Using number bonds and related subtraction facts to 20 (e.g. 17-3, 2+12, 15-12, 7+5) * Read and write the symbols: + - = * Add and subtract one digit and two digit numbers to 20, including zero. * Solve one step word problems using concrete resources and number sentences, including missing numbers. * Count to 50, forwards and backwards. * Read and write numbers to 50, * Count in multiples of 2,5 and 10, * Measure and begin to record lengths and heights. * Measure and begin to record mass/weight, capacity and volume. | | **Geography:**   * Name, locate and identify characteristics of the four countries and capital cities of the UK. * Use compass directions. * To use basic geographical vocabulary to refer to key human features including *city*. * Name and locate the world’s continents and oceans. | | | **PE:**   * Perform a range of actions with control and coordination. * Respond with different ways of moving to a variety of stimuli, e.g. music, song or a book. * Link actions to perform short dances. * Repeat and remember simple movement patterns. * Demonstrate stillness in a range of shapes. * Explore actions that express ideas for a dance. * Balance on a variety of large and small body parts (back, tummy, hands and feet). * Link movements together into a short sequence using apparatus. * Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target. * Keep possession by passing and receiving a ball. * Make simple decisions, e.g. which target to aim for. * Use the terms 'opponent' and 'teammate'. * Use a base position. * Change direction. * Catch a large ball without cradling or trapping it against the body. * Dribble a ball with hands or feet, while moving slowly in their own space. |
| **Science:**   * Identify, name, draw and label the basic parts of the human body. * Notice that animals, including humans, have offspring which grow into adults. * Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). * Compare and group together a variety of everyday materials on the basis of their simple physical properties. * Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. * Observe and describe weather associated with the seasons and how day length varies. | **RE:**   * Recognise one of the big stories/concepts of the Bible. * To know that they have choices in their life and that their actions affect others. * Think and talk about whether the text has something to say to them, exploring different ideas. * Describe 2 customs and practices of main festivals or celebrations of a religion. * Describe religious buildings and give a simple explanation of how they are used. * Describe, in simple terms, how people of different faiths show their beliefs in worship and in the way they live. * Recognise and name some religious artefacts, places and practices. | | | **Art & Design:**   * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop. * Show different tones by using coloured pencils. * Show pattern and textures by adding dots and lines. * Draw lines of different sizes and thickness. * Describe the work of notable artists, artisans and designers. * Use some of the ideas of artists studied to create pieces. |
| **Computing:**   * To combine four direction command to make sequences. * To plan a simple program. * To find more than one solution to a problem. * To show that a series of commands can be joined together. * To debug a program. * To compare groups of objects. * To answer questions about groups of objects. | **PSHCE:**   * I can identify how I feel when I am faced with a new challenge. * I understand the difference between being healthy and unhealthy. * I know that medicines can help me if I feel poorly. * I know how to keep myself clean. | | **Music:**   * Clap/tap to pulse in music. * Choose sounds to create an effect. * Listen carefully to pieces of music, paying attention to how they sound. * Explore a range of sound makers and instruments and play them in different ways. * Understand that digital technologies can be used to compose pieces of music. * Use symbols to represent a composition and use them to help with a performance. | |